

Hawthorn Tree Primary School

Special Educational Needs and Disabilities Policy

Author: Hawthorn Tree School

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Mission Statement

Our vision is to develop an outstanding school for the local community where our values of resilience, respect, diversity, compassion and innovation are evident in everything we do. Through nurturing our children academically, socially and emotionally, we provide them with secure foundations for life, so that they leave Hawthorn with an excellent all round education and a love of learning. Our school motto 'Where everybody is somebody' permeates throughout our school.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

Special Educational Needs Policy Objectives.

The objective of our Special Educational Needs and Disabilities Policy is to set out how we strive to improve the learning and raise the achievements of pupils with special educational needs. It is estimated that approximately 20% of pupils may experience learning difficulties at some point during their education. These difficulties may be short or long term and may include one or more of the following areas:

- Communication and Interaction.
- Cognition and Learning.
- Social and Mental Health Difficulties
- Sensory and/or Physical Needs

(p97 & 98 SEND Code of Practice 2014).

In meeting the needs of children with special educational needs, the policy is effective when:

- Parents and Carers as prime educators work in partnership with the school
- Parents are involved early in helping their child overcome difficulties
- Pupils needs are quickly identified and assessed
- A complete and accurate register is kept of pupils receiving help
- Pupils are provided with appropriate help and support and there is evidence of the effectiveness of these interventions
- Special Education and Disability Support Plans are produced and maintained, in consultation with parents, which include well-defined targets
- Staff meet with parents at least three times a year to review progress, plans and provision for their child
- Staff are confident about how to meet the needs of pupils with special educational needs and disabilities in their class
- There is evidence of integration and pupils have access to the whole curriculum

- There is evidence of differentiation and planning to meet pupils' needs within lessons
- There is evidence of improvement in the core skills of SEND pupils over time
- Pupils achieve their best within their abilities
- Staff are deployed effectively and efficiently in having an impact on pupils' learning and improving their outcomes
- Outside agencies are contacted promptly and their recommendations implemented
- Pupils' have access to a range of appropriate, proven up-to-date resources and interventions
- Pupils' individual differences are recognised and valued and have a strong sense of belonging.

We will evaluate the effectiveness of the implementation of this policy regularly with the school Governors'. We will do this by considering:

- Parents' and carers perceptions recorded at reviews or parents' evenings;
- Pupils' perceptions of how well their needs are being met;
- Teachers' and support staff's perceptions of how well their own and the pupils' needs are being met in relation to special educational needs;
- Governors' perceptions of how well special educational needs is being addressed in the school by producing regular reports about SEND within our school;
- Outside agencies' perceptions of how well special educational needs is being addressed in the school;
- Feedback from the teachers of our pupils who have moved on to secondary school;
- The extent of integration and curriculum breadth;
- Internal and external pupil assessments;
- SEND support plans and reviews;
- Annual reviews of EHCPs;
- The SEND Register; numbers and characteristics
- Performance data comparing SEND and Non-SEND pupils
- Incident records prepared by the children's mentors
- Pattern of SEND referrals by year/curriculum area;
- Reports from external agencies on provision: Local Authority, OFSTED, Challenge Partners etc.
- Attendance figures.

Definition of special educational needs:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils through quality first teaching. (SEND Code of Practice 2014 p.94)

Children must not be regarded as having learning difficulties solely because of their language, or form of the home language, is different from that in which they are taught.

Special Educational Needs aims of the school:

- to ensure that all pupils have access to a broad and balanced curriculum, all pupils in our school study the National Curriculum and the Foundation Stage Early Learning Goals
- to ensure that Parents and Carers are fully informed and involved.
- to provide a personalised curriculum appropriate to the individuals needs and ability;
- to ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- to ensure that pupils with SEND take as full a part as possible in all school activities;
- to ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment;

- to ensure that pupils with SEND play as full a part as possible in the decisions affecting their provision;
- to work closely with outside agencies involved in SEND provision;
- to help children overcome their barriers to learning whenever possible, to close the attainment gap and hopefully no longer require special needs provision

Roles and Responsibilities for Co-ordinating and Managing Provision.

1. The SEND team will:

- work with parents and carers, pupils and the school workforce
- liaise with and secure the support of a range of outside agencies and providers
- identify and assess pupils' needs (including monitoring and evaluation)
- formulate and maintain the Special Needs Register
- co-ordinate provision for pupils with special needs and disabilities
- receive and collate reports from staff on pupils with special educational needs
- support colleagues in preparing and writing Special Needs Support Plans
- contribute to the Continued Professional Development of staff
- implement the Graduated Approach assess, plan, do, review process for SEND (As shown in 'The SEND Journey')
- support the review and creation Special Educational Needs and Disabilities Support Plans
- attend and chair Annual Reviews and Transition Reviews
- work with a range of secondary schools in partnership to support the transition of Y6 SEND pupils
- organise and attend meetings on complex need reviews, mediation and person centred planning
- work with families in progressing the request for an Education and Health Care Plan in the case of pupils with significant and complex difficulties
- liaise with parents and outside agencies and other schools
- ensure that provision in each class is mapped out to meet the needs of pupils with SEND and monitor its implementation
- establish the provision of effective interventions and measure their impact
- co-ordinate the provision of a distinct SEND consultation with parents three times a year

2. Class Teachers will:

- identify pupils requiring support in their classes and consult SEND staff for advice and /or support;
- complete an internal SEND referral form for those pupils of significant concern
- work in partnership with Parents and Carers, offering a consultation 3 times a year
- personalise activities appropriately to meet the needs for all pupils in a teaching group
- monitor individual progress and ensure Special Needs Support Plans and interventions are implemented and reviewed and updated each term (6x a year)
- raise initial concerns with the SEND team and complete internal referral forms as required
- provide a class intervention map for the SEND pupils in their class and ensure this and SEND support plans are shared with all staff working with children in their class
- use the SEND intervention map to create an intervention timetable
- develop One Page Pupil Profiles and Special Needs and Disabilities Support Plans in consultation with parents and the SEND team
- meet with parents and other agencies when appropriate, attending annual reviews and training

3. Teaching Assistants (*the term is used, as a generic title to include our range of employed teaching support staff*) will support the teacher, pupil and school by:

- facilitating an individual child's access to and progress in the curriculum

- encouraging and promoting pupil independence, through a 'scaffolding approach'
- implementing aspects of Special Needs Support plans and interventions as directed
- liaising with teachers, giving feedback and suggesting development
- keeping written records about support implemented and its impact as requested
- working with individuals and small groups
- ensuring they are aware of the SEND pupils in their class/group and their needs as well as the details of the childrens' SEND support plans of EHCPs
- running predetermined interventions
- organising, gathering and making resources as required
- helping with physical skills, physiotherapy and speech and language programmes
- attending meetings and reviews with teachers and parents as required
- carry out assessments and evaluations of individual pupils as required

4. The Governing Body will:

- ensure that the Special Educational Needs and Disabilities (SEND) Policy is stated in the prospectus, school website and school handbook
- monitor spending on all aspects of SEND provision
- review regularly the implementation of the SEND Policy with the SENDCo
- ensure that special needs provision in the school meets statutory requirements, including the SEND information report on the school's website
- ensure one member of the Governing Body has a special responsibility for monitoring and reporting on SEND

The **Governor** with responsibility for special educational needs is Emma Cox.

The **Headteacher** will have overall responsibility for all special educational needs matters.

The **Special Educational Needs and Disabilities Co-ordinator** is responsible for the day-to-day implementation of the school's SEND policy.

Admission Arrangements.

Admission arrangements include a full discussion with parents and other agencies according to the need of the pupil (see Circular 6/93 and Disability Discrimination Act 1995).

Pupils with special educational needs or disabilities, without an EHCP will have their needs identified as they enter school.

Procedures for: Identification, Assessment, Provision and Review

On entry pupils' needs are discussed and if SEND is identified details of this are recorded and shared. The SENDCO will also ensure that appropriate actions and plans are put in place.

In our school we try to ensure that all pupils have access to the full curriculum by offering quality first teaching and personalising approaches for individual pupils where appropriate.

Where a pupil is identified as having SEND the school will take action to tackle their barriers to learning and put effective special educational provision in place using the four- part cycle of: Assess - Plan – Do - Review. This is known as the Graduated Approach.

Using this cycle the school will access outside agency involvement when individualised school support has been exhausted or where more significant or complex needs have been identified. Where the school has exhausted all resources available internally and via outside agencies then they will make an application to the Local Authority for an assessment by applying for an Education and Health Care Plan assessment.

Curriculum Access and Inclusion.

We provide all possible opportunities for pupils with special educational needs to follow broadly the same curriculum as any other pupil in the same classroom, ensuring a strong sense of belonging. In addition, we recognise that personalised learning, adapted or targeted learning opportunities may well be required to meet pupils' needs often supported by additional adults, ideally within the classroom and overseen by the class teacher. However, whilst we aim to teach all pupils alongside their peers, there are certain types of difficulty experienced by some pupils whose best interests are met by some more individualised intervention strategies or providing common learning objectives to all peers but delivered in a group working at a different pace and with greater opportunity for repetition and overlearning. Furthermore, whatever the teaching situation, emphasis is placed on developing the independence of pupils so that they become better able to integrate into the mainstream school experience and ultimately into the world outside school.

Access arrangements are made for pupils on the SEND List to receive additional help with SATs and other summative assessments, such as in year tests. These arrangements may include additional time, a reader, a scribe for writing, etc.

Special arrangements for the inclusion of SEND pupils on school visits and social activities may include specific additional adult support and/or the provision of appropriate specialist resources/equipment.

Allocation of Resources.

Our school has a wide variety of materials and equipment, including Specialised Reading Schemes, monitoring systems, Information Technology, software and on-line subscriptions to web based learning. Our school recognises the value of ICT in enhancing the learning of pupils with special educational needs. Information Technology provides motivation, positive reinforcement, a sense of achievement, pupil independence and can encourage and enable pupils to:

- express themselves more effectively by providing tools that help them to overcome their difficulties
- explore and investigate by stimulating interest and enhancing problem solving abilities
- consolidate skills in an enjoyable and rewarding way
- produced finished work which is well presented as that of their peers
- work independently on tasks automatically adjusted to their abilities and progress

Our staff recognise the above benefits and seek opportunities to make use of Information Technology in their lessons and in the implementation of Special Needs Support Plans

Evaluating Success.

We use the following methods/tests to help us assess and monitor the special educational needs of our pupils:

- teacher observation using formal and informal strategies

- teacher assessments of progress within the National Curriculum age related expectations and Foundation Stage Curriculum
- pupils' assessment of their own progress
- appropriately chosen diagnostic standardised assessment
- parental evidence
- the schools own tracking data and reports
- spelling and reading age assessments
- data reports from the Maths Seeds, Nessy, Reading Eggs and Reading Eggspress Learning websites
- statutory and non-statutory end of Key Stage assessment.
- PiXL Assessment tracking
- PIVATS scores
- LUCID dyslexia assessment software
- Specialist Teaching Team assessment reports

The SEND team will discuss individual pupils' needs with parents and staff at regular intervals and seek the advice of outside agencies whenever appropriate.

Complaints Procedure.

If a parent has a concern that has apparently not been noted in school they should, in the first instance, contact the SENDCo, Mr Brady. If a concern is not resolved it may be necessary, and parents have the right to ask, for an examination of the complaint by the Governing Body and they should look to the school website under complaints procedures there

If they still feel the situation has not been dealt with to their satisfaction, details of whom to contact within the County Council can be found in the SEND Services Administration Directory.

The SEND Tribunal considers appeals against the decisions of the County Council about a pupil's Statement of SEND. (SEND Tribunal, 7th Floor, Windsor House, 50 Victoria Street, London, SW1H 0NW - Tel: 0171 925 6925). A leaflet is available from the school for all new parents concerned about a child with special educational needs.

Partnerships within and beyond the school.

1. Staff Development and Performance Management

Our school staff attend regular, relevant courses provided by the LEAD Teaching School Hub and other agencies to update skills and knowledge in relation to special educational needs. Training needs are identified through Performance Management and at whole school level via development plans.

Staff training also happens informally through the day-to-day contacts between staff and formally in the following ways:

- curriculum development work with a named member of staff
- induction of new staff and newly qualified teachers
- training of learning support assistants and classroom assistants
- directed time learning support meetings
- learning support team input at teacher development days
- learning support team led CPD time.
- INSET training day input from agencies such as WTT, ECLIPS, MHST etc

The performance of individual members of staff in relation to special needs is monitored by the SENDCo, who provides feedback and coaching. Teaching Assistants with a responsibility for special needs are part of a formal Performance Management cycle, overseen by a member of the Senior Management Team.

Links with other agencies, organisations and support services.

To enable continuity of learning, we liaise with local nursery schools and playgroups and our feeder secondary schools. Meetings are arranged and information is exchanged at transition times.

Our school utilises the outside support and facilities of the Lincolnshire Psychology Services, Learning Support Service, Behavioural Outreach Support Service, Specialist Teaching Team, Working Together Team, Paediatric Clinics, Special Needs Team, School Nurse, Sensory Impaired Service, Speech and Language Therapy Service, Physiotherapist, Child Guidance, Social Services and Educational Welfare Service.

Our school can supply parents with a list of contact names, addresses and telephone numbers of voluntary organisations, which provide information and advice.

Partnership with parents:

Teachers notify and involve parents when the school first becomes concerned about a pupil's learning development and keep them updated throughout the various stages of review. Teachers value the opportunity to listen to parents' concerns and discuss their child's progress. Parents are invited to contact the Mr Brady the SENDCo if they have a concern about their child in relation to possible special needs.

Parents of pupils with special educational needs can play a major part in the development of their child's learning and are usually asked to participate in home-school projects such as reading, spelling, handwriting, number work or on-line activities.

We value parents' comments on:

- how we can help parents feel more confident in their contact with us, whether in formal meetings and parental interviews or in informal contact with the staff;
- ways in which we can improve our arrangements for recording and acting on parental concerns;
- our procedures for involving parents when a concern is first expressed in school;
- our arrangements for incorporating parents' views in assessments and subsequent reviews.

The voice of the child.

Pupils are encouraged to be involved in discussions about the difficulties they are experiencing and in setting and reviewing their own targets.